

## **List of Required Onsite Interview Groups**

### **2009-10**

### **Iowa Department of Education**

Attached is a list of the interviews required as a component of the comprehensive school improvement site visit process, **as well as a link to examples of what site visit schedules might look like (with and without focused equity)**. ***It is not a required schedule that a district/school must adopt.*** This is meant to be a guide as a district/school is designing its site visit schedule. In collaboration with the DE site visit team leader and within limits, it may be adapted to meet the needs of the district/school and the schedules of school staff members and community representatives.

The morning of the first day and final day should look alike for most visits. It is important that team meeting time and time to review documents be built into each day's schedule. It is also important that the final schedule include the site(s) where the interviews will be held. ***The names of the persons to be interviewed could be included on the schedule or provided to the team leader on a separate list.***

***If possible, it is advantageous for interviews to be conducted somewhere other than the team workroom.*** This allows some team members to work on document review while others are conducting interviews. The site visit team leader will work with the school district/school as it develops the schedule for the site visit.

In developing the visit schedule, the following groups and individuals are required to have separate interviews of approximately one hour unless otherwise stated. Team members will facilitate introductions and explain the purpose of the visit at the beginning of each interview session. It is not expected that administrators or other school administrators be present at the interviews of teachers, students, parents, committee members, or school board members. To the extent possible, districts/schools should avoid including staff in more than one interview group. A possible exception might be a situation in which a staff member performs more than one critical function for the district, such as elementary principal who is also the English as a Second Language program coordinator. Each interview group should include gender balance and representatives of diverse racial/ethnic groups when possible. Also, the district/school is encouraged to carefully consider the appropriateness of including spouses of employees or school board members (e.g., superintendents and/or principals) in interviews.

## Interviews Required by All School Districts and Accredited Nonpublic Schools

**PreK-12 Building Principals** - Elementary, middle school, high school, and alternative school principals may be interviewed as a group or individually at a designated site within the district. Follow-up interviews may be conducted with individual principals, if necessary. In large districts a representative sample group of administrators may be selected for the interview. The district's equity coordinator may be a part of this interview or part of the superintendent/curriculum director interview, as appropriate.

**High School Students (10-12 students)**-This group should reflect the student population including demographic diversity in terms of academic performance, college and non-college aspirations, gender, and race/ethnicity, and low, as well as middle and high, income representatives. Students in this group should be chosen from students who are receiving services from programs such as alternative school, Special Education, At-Risk, English as a Second Language, Gifted and Talented, and Title I. ***Districts/schools should avoid selecting students who are children of teachers, administrators, school board members, or other employees for this interview.***

**Middle School Students (10-12 students)**-This group should reflect the student population including demographic diversity in terms of academic performance, college and non-college aspirations, gender, and race/ethnicity, and low, as well as middle and high, income representatives. Students in this group should be chosen from students who are receiving services from programs such as alternative school, Special Education, At-Risk, English as a Second Language, Gifted and Talented, and Title I. ***Districts/schools should avoid selecting students who are children of teachers, administrators, school board members, or other employees for this interview.***

**PreK-12 Parents/Guardians (10-12 parents/guardians)**-This group should reflect the PreK-12 system with the same demographic distribution as that for the student interviews (e.g., academic performance, college and non-college aspirations, gender, and race/ethnicity). ***Avoid including parents who are employees or spouses of staff members or school board members in this interview group.*** Interviewees in this group should also be selected from parents of students who are receiving services through programs such as Special Education, At-Risk, English as a Second Language, Gifted and Talented, Title I, and alternative school/program. *District enrollment will determine the number of PreK-12 parent/guardian interviews to be conducted.*

**School Advisory Committees**-This interview will include representatives from the district's School Improvement Advisory Committee, Career and Technical Education Advisory Committee, and Title I Committee (**Note:** Not all districts choose to have a Title I Committee. If the district has a Title I Committee, please include representatives for this interview). This group should reflect diversity in terms of gender, racial/ethnic background, and disability, when possible, and should include, as mandated by law, students, community representatives, parents, staff, and school board members. The School Improvement Consultant will work with the superintendent for scheduling. **As suggested when establishing interview groups, avoid including employees or spouses or children of employees or school board members.**

**General Education Teachers** - This interview should contain a group of 10-12 PreK through grade 12 teachers representative of grade levels and content areas. The group should have a balanced representation of gender and include teachers of diverse racial/ethnic backgrounds when possible. *District enrollment will determine the number of PreK – 12 teacher interviews to be conducted.*

**PreK – 12 Special Education and Collaborative General Education Teachers** - This interview is with a random sampling of special education teachers and general education collaborative teachers representing PreK, elementary, middle school, and high school levels. The group should have a balanced representation of gender and include teachers of diverse racial/ethnic backgrounds when possible. *District enrollment will determine the number of PreK-12 special education and collaborative general education teacher interviews to be conducted.* **Please bring a copy of the new District Developed Service Delivery Plan to this interview.**

**Board of Education** - This interview should include less than a quorum of board members unless notice of the meeting has been properly published.

**PreK-12 Instructional Support Staff (10-12 instructional support staff)**-This interview is with paraprofessionals (e.g., Special Education, Title I). The group should have a balanced representation of gender and include staff of diverse racial/ethnic backgrounds when possible. **As suggested when establishing interview groups, avoid including staff who are spouses or children of employees or school board members.**

**PreK-12 Non-Instructional Support Staff Members** – This interview should include secretaries, media associates, food service staff, transportation personnel, and custodians. The group should have a balanced representation of gender and include staff of diverse racial/ethnic backgrounds when possible. **As suggested when establishing interview groups, avoid including staff who are spouses or children of employees or school board members.**

**Career and Technical Education Teachers (CTE) (vocational) (public schools)** - This interview should include middle school and high school representatives from each area of the Career and Technical Education program offerings in grades 7-12.

**PreK-12 Learning Supports Staff (public schools) (Gifted and Talented, Media, ESL, Title I, Technology)** - This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Gifted and Talented, Media, ESL, Title I, and technology.

**PreK-12 Learning Supports Staff (public schools) (Guidance, At-Risk, Alternative Program/School, School Nurse)** - This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Guidance, At-Risk, alternative program/school, and school nurse.

**Superintendent, Curriculum Director, Equity Coordinator, Special Education Coordinator** - This interview may be with one, two, three, or four individuals depending on the staff makeup and size of the district/school. While the interview provides an opportunity to more deeply explore district programs and practices, it also provides the site visit team with an opportunity to ask questions that result from the district overview presentation and interview groups, as well as an opportunity for the Superintendent to ask any questions he/she might have. The superintendent, curriculum director, special education coordinator, equity coordinator, and/or special education coordinator may also be called upon to answer questions throughout the site visit as needed. The equity coordinator may be a part of this interview or part of the building principals' interview(s), as appropriate.

### **Special Education District Contact Person**

The DE Special Education Cadre team member will conduct a scheduled one-on-one interview with the district's special education coordinator or contact person. The interview will take about 45 minutes. It should be scheduled after the PreK-12 Special Education and Collaborative General Education Teacher interviews are completed. This will provide an opportunity for any questions that arose out of the interviews to be addressed. The interview will also allow for meaningful follow-up to any special education related Corrective Action Plans that the district has written since their last school improvement visit (5 years ago). It will also allow for discussions about Highly Qualified Teachers, the Collaborative Model, and the Special Education Indicator data for the district. If a district has needed to write a plan for any of the following, please bring a copy of the action plan(s) (required) to this interview:

**Special Education Self Assessment Corrective Action Plan (I-STAR CAP),  
Part B Corrective Action Plan,  
CEIS/Disproportionality Plan, or  
Suspension/Expulsion Action Plan**

**Title I**-If a DE Title I consultant is a team member on the visit, the district will need to schedule a separate interview with the district's Title I teachers. The School Improvement Consultant will work with the superintendent for scheduling.

**Alternative Program or School/Residential Facility**-Personnel and students will be scheduled for interviews if applicable. The School Improvement Consultant will schedule an onsite interview with staff and students if there is an alternative school or residential facility in the district.

**Early Childhood**- If a DE Early Childhood consultant is a team member on the visit, the district will need to schedule separate interviews with the district's preschool parents. The School Improvement Consultant will work with the superintendent for scheduling.

**Other** – The school or district may have another group(s) whose work is significant to the district/school and may wish the site visit schedule to include an interview with such a group. If so, please contact the site visit team leader well in advance of the site visit to discuss the request.

**Examples of site visit schedules may be found at the following Website:**

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1558&Itemid=2342](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342)

### **Additional Interviews Required for Focused Equity Visits**

**Equity Coordinator(s)** - This interview is with the person(s) designated to coordinate the school district's efforts to comply with civil rights/equity requirements such as Title IX (Gender Equity), Section 504 (Disability Equity), Title VI (Race/National Origin Equity). This should be the person or persons designated as the contact person on the district's non-discrimination policies. In some districts it may be one person. In others they may be two or more persons sharing the responsibility.

**Counselors and Licensed Media Staff** - This interview is with elementary, middle school, and high school counselors. In large school districts it may be with a representative group of 6-10 counselors and media staff.

**ESL** - This interview group should include teachers who provide language assistance to students for whom English is their second language.

**At-Risk, Homeless, and Nurse** - This interview group should include the coordinator of the At-Risk program, the coordinator of services for homeless students, and the school nurse.

**Athletic Director, Activities Coordinator, Coaches, and Physical Education Teachers** - The athletic coordinator and the activities coordinators may be one or two persons. The interview should include several head coaches and physical education teachers representing elementary, middle, and high school, as well as both boys' and girls' activity programs. When possible the interview should include both male and female head coaches and minority coaches when possible.

**Employment, Personnel and Human Resource Coordinator** - This interview is with the person responsible for directing and coordinating employment and personnel policies and processes. In small district this is usually the Superintendent. In larger districts it may be someone with specialized employment/personnel related responsibilities.

**Physical Facilities/Buildings & Grounds Staff** - This interview focuses on accessibility of physical facilities to persons with disabilities. In larger districts it would be with the supervisor or administrator in charge of buildings and grounds. In smaller districts it should be with the person who is most knowledgeable about the accessibility of physical facilities.

**Examples of site visit schedules may be found at:**

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1558&Itemid=2342](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342)

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

Questions or grievances related to compliance with this policy by the Iowa Department of Education should be directed to the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.